

28.0310 LET 1 Traditional Schedule

28.03100 LET 1 (Traditional) 1st Semester, Introduction to Leadership and Character Development

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Completion of the eighth grade

Army JROTC - The Making of a Better Citizen

1. Meet other and learn about class members.
2. State the mission of Army JROTC.
3. Identify the challenges and opportunities of Army JROTC.

The Past and Purpose of Army JROTC

4. List the key points of the U.S. congressional act that created ROTC.
5. Identify the desired goals for JROTC.
6. Explain significant historical events that combined military training and education.
7. Identify the importance of JROTC and the military in education at all levels.
8. Describe the relationship of the military to public education.

Moving Up in Army JROTC - Rank and Structure

9. Identify Army JROTC enlisted and officer insignia.
10. Diagram cadet ranks to positions to include duties and responsibilities
11. Evaluate how the organization supports the operation of the Army.

The Signs of Success

12. Name and compare three types of unit decorations.
13. Name the two main categories of individual awards.
14. Identify the four institutional award categories.

Your Personal Appearance and Uniform

15. Identify JROTC Uniform Components
16. State the appropriate occasions for wearing each uniform.
17. Identify four factors important to personal appearance.
18. Describe guidelines for proper personal appearance in uniform.
19. Describe proper maintenance of uniforms.

20. Describe guidelines for proper wearing of the uniform.
21. Demonstrate correct placement on uniforms of nameplate, insignias, awards, and decorations.
22. Perform a pre-inspection.

The Stars and Stripes

23. State when and where the first “Stars and Stripes” was created.
24. Explain the significance of the parts and colors of the U.S. Flag.
25. Describe the sizes and uses of the three basic types of U.S. Flags.
26. Describe courtesies taken to show respect for the U.S. Flag.
27. Explain the basic rules for displaying the U.S. Flag in different situations.
28. Demonstrate the correct way to fold the U.S. Flag.

Proudly We Sing - The National Anthem

29. Name the author of the National Anthem.
30. Relate the story behind the National Anthem.
31. Describe the courtesies taken as a cadet to show respect during the playing of the National Anthem.
32. Give the history of the official National March.
33. Recognize the official National March.

American Military Traditions, Customs, and Courtesies

34. Describe types of personal salutes and when they are executed.
35. Match Army ranks to their proper titles.
36. Execute a salute.
37. Identify situations requiring a salute or other forms of respect to senior officers.

Leadership Defined

38. Identify leader behaviors that create the desire to follow.
39. Assess present leader behaviors as they relate to purpose, direction, and motivation.
40. Identify areas for personal development.

Leadership Reshuffled

41. Identify the development of leadership.
42. Describe the different approaches to leadership, the reasons for using them and the reasons for their decline.
43. Describe environmental changes that affect leadership.

Leadership from the Inside Out

44. Identify what attitudes the cadets currently hold and how those attitudes affect their actions.
45. Describe how the similarities and differences in people’s values can impact how they lead, follow or team with others.
46. Identify and relate to the Army values.

Principles and Leadership

47. Identify the four categories of leadership character and competence.

48. Define leadership dimensions.
49. Recognize leader behaviors as they relate to the BE, KNOW, DO model.
50. Identify times cadets can, and do, demonstrate leadership character and competence.

Steps from the Past

51. Describe the origin of drill as it relates to the Continental Army of the United States.
52. Identify five purposes of drill throughout history in times of war and peace.
53. Explain the importance of drill on military discipline.
54. Compare the qualities of discipline that Baron Friedrich von Steuben instilled in the Continental Army to what military drill teaches and develops today.

Roles of Leaders and Followers in Drill

55. Describe the responsibilities of a follower and leader in drill.
56. Identify the types of drill commands.
57. Describe the elements of a proper command voice.
58. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
59. Demonstrate the hand salute while covered and uncovered.

Using Your Leadership Skills/Taking Charge

60. Explain the preparation a drill leader takes before a drill.
61. Explain the procedure a drill leader takes to teach a drill.
62. Identify five characteristics of a good drill leader.

Stationary Movements

63. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
64. Demonstrate the hand salute while covered and uncovered.

Steps and Marching

65. Demonstrate marching to the cadence of 120 steps and 180 steps per minute with a 30-inch step.
66. Demonstrate marching using the 15-inch step.

Squad Drill

67. Demonstrate correct response to the commands for forming and marching the squad.
68. Identify the different types of squad formations and relate specific drill commands to them.
69. Identify the locations of key squad personnel in squad formation.

Platoon Drill

70. Demonstrate correct response to the commands for forming and marching the platoon.
71. Identify the platoon drills that are executed in the same manner as in squad drill.

72. Identify the different types of platoon formations and relate specific drill commands to them.
73. Identify the locations of key platoon personnel in platoon formation.

Self-Awareness

74. Using the Winning Colors® framework, explain four clusters of behavior in positive terms.
75. Illustrate your present behavioral preferences by arranging the four Winning Colors® cards as directed.
76. Provide an example of what you did in a specific situation to explain the card arrangement.
77. Identify the strength of each behavior cluster, for you personally, by arranging the cards as directed.
78. Demonstrate self-esteem in your attitude and communication practices by expressing appreciation for your own uniqueness.

Appreciating Diversity through Winning Colors

79. Identify key concepts and vocabulary words for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters.
80. Develop insight regarding the behavior of others.
81. Develop insight regarding how others perceive your behavior.
82. Analyze a situation, pick behaviors that have a high chance of being successful, and explain why.

Personal Growth Plan

83. Identify the key emotional skill dimensions addressed in the Success Profiler™.
84. Assess your Personal Skills Map to create a Personal Growth Plan.
85. Select two emotional skills for self-directed growth and development focus areas.
86. Plan two self-directed development activities for each focus area to accomplish within the next month.

Becoming an Active Learner

87. List three traits of active learners vs. passive learners.
88. Identify the three types of questions active learners ask, the thinking types and related viewpoints that must be applied to address these three questions.
89. Identify the difference(s) between critical and creative thinking and the kinds of activities that demonstrate these types of thinking.
90. Describe the differences between objective and subjective thinking.

Reading for Meaning - Comprehension Strategies

91. Name at least four purposes for reading.
92. State three reasons why good reading skills are essential.
93. Identify four strategies an individual can use to improve reading comprehension.
94. Explain how to apply four strategies an individual can use to improve reading comprehension.

Reading for Meaning - Vocabulary Strategies

95. Identify six different types of context clues a reader can use to figure out the meaning of an unknown or unfamiliar word.
96. Identify three strategies an individual can use to deal with vocabulary in context in order to improve reading comprehension.
97. Explain how to apply three vocabulary strategies to deal with vocabulary in context.
98. Explain at least one method a learner can use to increase his/her vocabulary.

Study Habits that Work for You

99. Demonstrate the ability to develop an effective study strategy.
100. Identify how to apply personal learning preferences to study habits.
101. Identify effective time management strategies.
102. Apply note taking tips and strategies to reading assignments.
103. Demonstrate ability to use SQ3R as a textbook reading/study technique.
104. Identify how to make the most of time in class.

Test Taking Techniques

105. List three ways to reduce the fear of taking a test.
106. Define the typical “question words” frequently found on tests.
107. Demonstrate the ability to effectively use appropriate strategies to respond to multiple-choice type test questions.
108. Demonstrate the ability to apply appropriate reading comprehension strategies in test taking situations.
109. Demonstrate the ability to effectively use appropriate strategies to respond to vocabulary test questions.
110. Identify and describe the components of a good study plan for test preparation.

28.03101 LET 1 (Traditional) 2nd Semester, Basic Life Skills and Citizenship

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction expanding on the communication skills and conflict management and resolution curriculum taught in LET 1 (Traditional) 1st Semester. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included in the course is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: LET 1 (Traditional) 1st Semester

The Communication Process

1. Apply the communication model to interpersonal interactions.
2. Differentiate between verbal and nonverbal means of communication and use each appropriately.
3. Determine how to avoid mixed messages.
4. Discuss communication styles and techniques as they relate to Winning Colors[®].
5. Evaluate personal communication style.

Becoming a Better Writer

6. Determine situations where writing is an appropriate form of communication.
7. Communicate using a variety of writing techniques.
8. Determine how you can use writing to express your needs.
9. Outline and effectively organize writing assignments using the presented techniques.

Becoming a Better Listener

10. Identify four tips to improve effective listening skills.
11. Explain how barriers prevent effective listening.
12. Compile an individual list of trigger words.
13. Develop role-plays that teach effective listening skills to others.

Creating Better Speeches

14. Create speech introductions, which include an attention getter.
15. Differentiate between types of speeches and the occasions which require each.
16. Analyze speeches for content and delivery.

Finding Solutions - Conflict

17. Recognize the impact of conflicts on relationships.
18. Describe four basic causes of conflict.

19. Analyze five different types of conflicts.
20. Use "I" statements to facilitate proper communication.

Financial Planning: Your Roadmap

21. Identify the components in the five-step financial planning process.
22. Differentiate between needs and wants.
23. Describe how values can influence decisions.

Choosing the Right Exercise Program for You

24. Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.
25. Classify exercises as aerobic, anaerobic, isometric, and isotonic.
26. Define current and desired state for healthy lifestyle.
27. List five benefits of regular exercise.
28. Identify attitudes and actions that help you stick with an exercise program.
29. Describe the three parts that should make up every exercise program.
30. Develop a plan to reach your desired state for a healthy lifestyle.

You Are What You Eat

31. Explain how calories consumed versus calories used affects body weight.
32. Identify the 6 food groups and servings on the food guide pyramid.
33. Identify sources and benefits of fiber in your diet.
34. Describe the importance of water to the body.
35. Describe the possible effects of a diet high in fat and cholesterol.
36. Explain why salt, sugar, and caffeine should be used in moderation.

Nutrition - Nourishing Your Body

37. Identify the 6 nutrients your body requires and what each nutrient provides for a high quality/healthy lifestyle.
38. Explain the difference between simple and complex carbohydrates and state an example of each.
39. Identify the vital roles that fats and cholesterol play in body functioning.
40. Compare saturated and unsaturated fats.
41. List ways to reduce cholesterol levels.
42. Describe how vitamins differ from carbohydrates, fats and proteins.
43. Identify sources and functions of vitamins and minerals.
44. Describe the three parts that should make up every exercise program.
45. Identify functions of water in the body and the amount of water that should be consumed daily.

Ready, Go...Crossing the Finish Line - Year 1

46. Define the Presidential Physical Fitness program.
47. Identify components of the five events within the program (Cadet Challenge).
48. Identify the proper techniques for each of the events within Cadet Challenge.
49. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

The Need for First Aid/Your Response

50. Identify the need for knowing how to perform first aid.
51. Define first aid.

52. Explain the significance of the Good Samaritan law.
53. Identify the steps for first aid intervention.
54. List the questions that 911 will ask.
55. Identify the steps for checking the ABCDs.

The First Life-Saving Steps

56. Describe how to perform rescue breathing.
57. Identify the steps for performing CPR.
58. Explain how CPR can keep a victim's heart and brain alive.
59. Identify the steps for performing the Heimlich Maneuver.

Controlling Bleeding

60. Identify the three types of bleeding.
61. Identify the best way to control bleeding in most cases.
62. Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet.
63. Describe how to clean wounds in order to prevent infections.

Treating for Shock and Immobilizing Fractures

64. Explain causes and effects of shock.
65. Identify signs of shock.
66. Demonstrate how to treat for shock.
67. Identify fractures as closed or open.
68. Demonstrate procedures for immobilizing fractures using splints and slings.
69. Distinguish between sprains and strains.

Commonly Abused Substances and Their Use

70. Identify commonly abused substances.
71. Recognize the difference between drug use, misuse, and abuse.
72. Describe reasons why people might use, misuse or abuse drugs.
73. Identify legal (medical) uses of commonly abused drugs.
74. Identify how commonly abused drugs are taken into the body.

Making Critical Decisions About Substances

75. Compare and contrast the external and internal factors that influence decisions about substance abuse.
76. Apply the F-I-N-D-S Decision Process:
77. Figure out the problem.
78. Identify the options.
79. Name pros and cons of each choice.
80. Decide which is the best choice, then act on it.
81. Employ pre-deciding techniques as a substance abuse prevention strategy.

The Globe - An Overview

82. Define a globe.
83. Locate the seven continents on a globe.
84. Locate the four oceans on a globe.

85. Distinguish between the two poles on a globe.
86. Distinguish between the longitude and latitude lines on a globe.
87. Differentiate between the equator and the prime meridian.

The Preamble

88. Define a Preamble.
89. Classify the components of the Preamble.
90. Analyze the goals of the Preamble.
91. Design a Preamble for your life.

Introduction to the Citizenship Skills

92. Define the seven You the People Citizenship Skills.
93. Compare the seven You the People Citizenship Skills to the Preamble of the Constitution.
94. Hypothesize what our country would be like without the seven You the People Citizenship Skills.

Cooperation and Patience

95. Describe the importance of using cooperation and patience for effective teamwork.
96. List five Active Listening techniques.
97. Perform the five Active Listening techniques.
98. Analyze how to use Patience in a given situation.
99. Assess how Cooperation and Patience affected past team experiences.
100. Describe the Citizenship Skills: Cooperation and Patience.

Fairness, Respect, and Strength

101. Describe the Citizenship Skills: Fairness, Respect, and Strength.
102. Explain the difference between Individual Desire and the Common Good.
103. Analyze the use of Strength and Respect in a given situation.
104. Evaluate ability to use Fairness, Respect, & Strength when working with a team.

Self-Improvement and Balance

105. Describe the Citizenship Skills: Fairness, Respect, and Strength.
106. Explain the difference between Individual Desire and the Common Good.
107. Analyze the use of Strength and Respect in a given situation.
108. Evaluate your ability to use Fairness, Respect, and Strength when working with a team.

Becoming an American Citizen - Naturalization and Immigration

109. Explain the three methods for becoming a citizen.
110. Describe the laws that regulate immigration.
112. List the standards for becoming a citizen.
113. Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States.

Right, Responsibilities, and Privileges of American Citizens

114. Explain the differences between rights, responsibilities, and privileges.

115. Provide examples of the basic rights guaranteed in the First Amendment to the Constitution.
116. Identify rights violations in various scenarios.
117. Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation.

Participating American Citizens

118. Identify at least five of the 24 characteristics of a participating citizen.
119. Compare the characteristics of a participating citizen to those of patriotism.

Introduction to Chief Justice

120. Debate a position on an issue.
121. Determine the outcome of a debate.
122. Develop an oral presentation that includes supporting evidence for a point of view on flag burning and the First Amendment.
123. Evaluate the oral presentations and render a verdict in the case.

28.0311 LET 1 Accelerated Block Schedule

28.03110 LET 1 (Accelerated) 1st Semester, Introduction to Leadership, Character Development, Life Skills and Citizenship

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Completion of the eighth grade

Army JROTC - The Making of a Better Citizen

1. Meet other and learn about class members.
2. State the mission of Army JROTC.
3. Identify the challenges and opportunities of Army JROTC.

The Past and Purpose of Army JROTC

4. List the key points of the U.S. congressional act that created ROTC.
5. Identify the desired goals for JROTC.
6. Explain significant historical events that combined military training and education.
7. Identify the importance of JROTC and the military in education at all levels.
8. Describe the relationship of the military to public education.

Moving Up in Army JROTC - Rank and Structure

9. Identify Army JROTC enlisted and officer insignia.
10. Diagram cadet ranks to positions to include duties and responsibilities
11. Evaluate how the organization supports the operation of the Army.

The Signs of Success

12. Name and compare three types of unit decorations.
13. Name the two main categories of individual awards.
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Your Personal Appearance and Uniform

15. Identify JROTC Uniform Components
16. State the appropriate occasions for wearing each uniform.
17. Identify four factors important to personal appearance.
18. Describe guidelines for proper personal appearance in uniform.
19. Describe proper maintenance of uniforms.
20. Describe guidelines for proper wearing of the uniform.
21. Demonstrate correct placement on uniforms of nameplate, insignias, awards, and decorations.
22. Perform a pre-inspection.

The Stars and Stripes

23. State when and where the first “Stars and Stripes” was created.
24. Explain the significance of the parts and colors of the U.S. Flag.
25. Describe the sizes and uses of the three basic types of U.S. Flags.
26. Describe courtesies taken to show respect for the U.S. Flag.
27. Explain the basic rules for displaying the U.S. Flag in different situations.
28. Demonstrate the correct way to fold the U.S. Flag.

Proudly We Sing - The National Anthem

29. Name the author of the National Anthem.
30. Relate the story behind the National Anthem.
31. Describe the courtesies taken as a cadet to show respect during the playing of the National Anthem.
32. Give the history of the official National March.
33. Recognize the official National March.

American Military Traditions, Customs, and Courtesies

34. Describe types of personal salutes and when they are executed.
35. Match Army ranks to their proper titles.
36. Execute a salute.
37. Identify situations requiring a salute or other forms of respect to senior officers.

Leadership Defined

38. Identify leader behaviors that create the desire to follow.
39. Assess present leader behaviors as they relate to purpose, direction, and motivation.
40. Identify areas for personal development.

Leadership Reshuffled

41. Identify the development of leadership.
42. Describe the different approaches to leadership, the reasons for using them and the reasons for their decline.
43. Describe environmental changes that affect leadership.

Leadership from the Inside Out

44. Identify what attitudes the cadets currently hold and how those attitudes affect their actions.

45. Describe how the similarities and differences in people's values can impact how they lead, follow or team with others.
46. Identify and relate to the Army values.

Principles and Leadership

47. Identify the four categories of leadership character and competence.
48. Define leadership dimensions.
49. Recognize leader behaviors as they relate to the BE, KNOW, DO model.
50. Identify times cadets can, and do, demonstrate leadership character and competence.

Steps from the Past

51. Describe the origin of drill as it relates to the Continental Army of the United States.
52. Identify five purposes of drill throughout history in times of war and peace.
53. Explain the importance of drill on military discipline.
54. Compare the qualities of discipline that Baron Friedrich von Steuben instilled in the Continental Army to what military drill teaches and develops today.

Roles of Leaders and Followers in Drill

55. Describe the responsibilities of a follower and leader in drill.
56. Identify the types of drill commands.
57. Describe the elements of a proper command voice.
58. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
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Using Your Leadership Skills/Taking Charge

60. Explain the preparation a drill leader takes before a drill.
61. Explain the procedure a drill leader takes to teach a drill.
62. Identify five characteristics of a good drill leader.

Stationary Movements

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Steps and Marching

65. Demonstrate marching to the cadence of 120 steps and 180 steps per minute with a 30-inch step.
66. Demonstrate marching using the 15-inch step.

Squad Drill

67. Demonstrate correct response to the commands for forming and marching the squad.
68. Identify the different types of squad formations and relate specific drill commands to them.

69. Identify the locations of key squad personnel in squad formation.

Platoon Drill

70. Demonstrate correct response to the commands for forming and marching the platoon.
71. Identify the platoon drills that are executed in the same manner as in squad drill.
72. Identify the different types of platoon formations and relate specific drill commands to them.
73. Identify the locations of key platoon personnel in platoon formation.

Self-Awareness

74. Using the Winning Colors[®] framework, explain four clusters of behavior in positive terms.
75. Illustrate your present behavioral preferences by arranging the four Winning Colors[®] cards as directed.
76. Provide an example of what you did in a specific situation to explain the card arrangement.
77. Identify the strength of each behavior cluster, for you personally, by arranging the cards as directed.
78. Demonstrate self-esteem in your attitude and communication practices by expressing appreciation for your own uniqueness.

Appreciating Diversity through Winning Colors

79. Identify key concepts and vocabulary words for each Winning Colors[®] behavior cluster: Builders, Planners, Adventurers, and Relaters.
80. Develop insight regarding the behavior of others.
81. Develop insight regarding how others perceive your behavior.
82. Analyze a situation, pick behaviors that have a high chance of being successful, and explain why.

Personal Growth Plan

83. Identify the key emotional skill dimensions addressed in the Success Profiler[™].
84. Assess your Personal Skills Map to create a Personal Growth Plan.
85. Select two emotional skills for self-directed growth and development focus areas.
86. Plan two self-directed development activities for each focus area to accomplish within the next month.

Becoming an Active Learner

87. List three traits of active learners vs. passive learners.
88. Identify the three types of questions active learners ask, the thinking types and related viewpoints that must be applied to address these three questions.
89. Identify the difference(s) between critical and creative thinking and the kinds of activities that demonstrate these types of thinking.
90. Describe the differences between objective and subjective thinking.

Reading for Meaning - Comprehension Strategies

91. Name at least four purposes for reading.

92. State three reasons why good reading skills are essential.
93. Identify four strategies an individual can use to improve reading comprehension.
94. Explain how to apply four strategies an individual can use to improve reading comprehension.

Reading for Meaning - Vocabulary Strategies

95. Identify six different types of context clues a reader can use to figure out the meaning of an unknown or unfamiliar word.
96. Identify three strategies an individual can use to deal with vocabulary in context in order to improve reading comprehension.
97. Explain how to apply three vocabulary strategies to deal with vocabulary in context.
98. Explain at least one method a learner can use to increase his/her vocabulary.

Study Habits that Work for You

99. Demonstrate the ability to develop an effective study strategy.
100. Identify how to apply personal learning preferences to study habits.
101. Identify effective time management strategies.
102. Apply note taking tips and strategies to reading assignments.
103. Demonstrate ability to use SQ3R as a textbook reading/study technique.
104. Identify how to make the most of time in class.

Test Taking Techniques

105. List three ways to reduce the fear of taking a test.
106. Define the typical “question words” frequently found on tests.
107. Demonstrate the ability to effectively use appropriate strategies to respond to multiple-choice type test questions.
108. Demonstrate the ability to apply appropriate reading comprehension strategies in test taking situations.
109. Demonstrate the ability to effectively use appropriate strategies to respond to vocabulary test questions.
110. Identify and describe the components of a good study plan for test preparation.

The Communication Process

111. Apply the communication model to interpersonal interactions.
112. Differentiate between verbal and nonverbal means of communication and use each appropriately.
113. Determine how to avoid mixed messages.
114. Discuss communication styles and techniques as they relate to Winning Colors[®].
115. Evaluate personal communication style.

Becoming a Better Writer

116. Determine situations where writing is an appropriate form of communication.
117. Communicate using a variety of writing techniques.
118. Determine how you can use writing to express your needs.
119. Outline and effectively organize writing assignments using the presented techniques.

Becoming a Better Listener

- 120. Identify four tips to improve effective listening skills.
- 121. Explain how barriers prevent effective listening.
- 122. Compile an individual list of trigger words.
- 123. Develop role-plays that teach effective listening skills to others.

Creating Better Speeches

- 124. Create speech introductions, which include an attention getter.
- 125. Differentiate between types of speeches and the occasions which require each.
- 126. Analyze speeches for content and delivery.

Finding Solutions – Conflict

- 127. Recognize the impact of conflicts on relationships.
- 128. Describe four basic causes of conflict.
- 129. Analyze five different types of conflicts.
- 130. Use “I” statements to facilitate proper communication.

Financial Planning: Your Roadmap

- 131. Identify the components in the five-step financial planning process.
- 132. Differentiate between needs and wants.
- 133. Describe how values can influence decisions.

Choosing the Right Exercise Program for You

- 134. Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.
- 135. Classify exercises as aerobic, anaerobic, isometric, and isotonic.
- 136. Define current and desired state for healthy lifestyle.
- 137. List five benefits of regular exercise.
- 138. Identify attitudes and actions that help you stick with an exercise program.
- 139. Describe the three parts that should make up every exercise program.
- 140. Develop a plan to reach your desired state for a healthy lifestyle.

You Are What You Eat

- 141. Explain how calories consumed versus calories used affects body weight.
- 142. Identify the 6 food groups and servings on the food guide pyramid.
- 143. Identify sources and benefits of fiber in your diet.
- 144. Describe the importance of water to the body.
- 145. Describe the possible effects of a diet high in fat and cholesterol.
- 146. Explain why salt, sugar, and caffeine should be used in moderation.

Nutrition - Nourishing Your Body

- 147. Identify the 6 nutrients your body requires and what each nutrient provides for a high
- 148. quality/healthy lifestyle.
- 149. Explain the difference between simple and complex carbohydrates and state an example of each.
- 150. Identify the vital roles that fats and cholesterol play in body functioning.
- 151. Compare saturated and unsaturated fats.
- 152. List ways to reduce cholesterol levels.
- 153. Describe how vitamins differ from carbohydrates, fats and proteins.

- 154. Identify sources and functions of vitamins and minerals.
- 155. Describe the three parts that should make up every exercise program.
- 156. Identify functions of water in the body and the amount of water that should be consumed daily.

Ready, Go...Crossing the Finish Line - Year 1

- 157. Define the Presidential Physical Fitness program.
- 158. Identify components of the five events within the program (Cadet Challenge).
- 159. Identify the proper techniques for each of the events within Cadet Challenge.
- 160. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

The Need for First Aid/Your Response

- 161. Identify the need for knowing how to perform first aid.
- 162. Define first aid.
- 163. Explain the significance of the Good Samaritan law.
- 164. Identify the steps for first aid intervention.
- 165. List the questions that 911 will ask.
- 166. Identify the steps for checking the ABCDs.

The First Life-Saving Steps

- 167. Describe how to perform rescue breathing.
- 168. Identify the steps for performing CPR.
- 169. Explain how CPR can keep a victim's heart and brain alive.
- 170. Identify the steps for performing the Heimlich Maneuver.

Controlling Bleeding

- 171. Identify the three types of bleeding.
- 172. Identify the best way to control bleeding in most cases.
- 173. Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet.
- 174. Describe how to clean wounds in order to prevent infections.

Treating for Shock and Immobilizing Fractures

- 175. Explain causes and effects of shock.
- 176. Identify signs of shock.
- 177. Demonstrate how to treat for shock.
- 178. Identify fractures as closed or open.
- 179. Demonstrate procedures for immobilizing fractures using splints and slings.
- 180. Distinguish between sprains and strains.

Commonly Abused Substances and Their Use

- 181. Identify commonly abused substances.
- 182. Recognize the difference between drug use, misuse, and abuse.
- 183. Describe reasons why people might use, misuse or abuse drugs.
- 184. Identify legal (medical) uses of commonly abused drugs.
- 185. Identify how commonly abused drugs are taken into the body.

Making Critical Decisions About Substances

186. Compare and contrast the external and internal factors that influence decisions about substance abuse.
187. Apply the F-I-N-D-S Decision Process:
188. Figure out the problem.
189. Identify the options.
190. Name pros and cons of each choice.
191. Decide which is the best choice, then act on it.
192. Employ pre-deciding techniques as a substance abuse prevention strategy.

The Globe - An Overview

193. Define a globe.
194. Locate the seven continents on a globe.
195. Locate the four oceans on a globe.
196. Distinguish between the two poles on a globe.
197. Distinguish between the longitude and latitude lines on a globe.
198. Differentiate between the equator and the prime meridian.

The Preamble

199. Define a Preamble.
200. Classify the components of the Preamble.
201. Analyze the goals of the Preamble.
202. Design a Preamble for your life.

Introduction to the Citizenship Skills

203. Define seven Citizenship Skills.
204. Compare seven Citizenship Skills to the Preamble of the Constitution.
205. Hypothesize what the U.S. would be like without these seven Citizenship Skills.

Cooperation and Patience

206. Describe the importance of using cooperation and patience for effective teamwork.
207. List five Active Listening techniques.
208. Perform the five Active Listening techniques.
209. Analyze how to use Patience in a given situation.
210. Assess how Cooperation and Patience affected past team experiences.
211. Describe the Citizenship Skills: Cooperation and Patience.

Fairness, Respect, and Strength

212. Describe the Citizenship Skills: Fairness, Respect, and Strength.
213. Explain the difference between Individual Desire and the Common Good.
214. Analyze the use of Strength and Respect in a given situation.
215. Evaluate ability to use Fairness, Respect, & Strength when working with a team.

Self-Improvement and Balance

216. Describe the Citizenship Skills: Fairness, Respect, and Strength.
217. Explain the difference between Individual Desire and the Common Good.
218. Analyze the use of Strength and Respect in a given situation.

219. Evaluate your ability to use Fairness, Respect, and Strength when working with a team.

Becoming an American Citizen - Naturalization and Immigration

220. Explain the three methods for becoming a citizen.
221. Describe the laws that regulate immigration.
222. List the standards for becoming a citizen.
223. Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States.

Rights, Responsibilities, and Privileges of American Citizens

224. Explain the differences between rights, responsibilities, and privileges.
225. Provide examples of the basic rights guaranteed in the First Amendment to the Constitution.
226. Identify rights violations in various scenarios.
227. Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation.

Participating American Citizens

228. Identify at least five of the 24 characteristics of a participating citizen.
229. Compare the characteristics of a participating citizen to those of patriotism.

Introduction to Chief Justice

230. Debate a position on an issue.
231. Determine the outcome of a debate.
232. Develop an oral presentation that includes supporting evidence for a point of view on flag burning and the First Amendment.
233. Evaluate the oral presentations and render a verdict in the case.

**28.03111 LET 1 (Accelerated) 2nd Semester, MOWW Freshman Focus
Curriculum, Community Service/Service Learning**

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: None

Teamwork

1. Set class standards
2. Identify basic elements of teamwork
3. List three goals to accomplish this year
4. Write your definition of a friend
5. Define vocabulary words

Maslow's Hierarchy of Needs

6. List the series of steps (a hierarchy) that people progress through as they grow and mature
7. Demonstrate knowledge of the progressive pattern by helping others
8. List the three responsibilities that you have toward yourself
9. Describe "Developing knowledge"
10. List factors involved with caring for your health
11. Explain "Insure you have joy in your life".
12. Discuss why and how you could establish an environment rich in esteem needs and one which could aid one's self actualization needs.
13. Describe where prejudice fits into the five levels of needs
14. Explain why racial prejudice has such a negative effect in the workplace. Explain military effectiveness reports and the effect of prejudice in the US military.
15. Relate the concepts of mind, body, and spirit to the concept of Maslow's Hierarchy.

Speaking and Writing

16. Scan the information about the subject
17. Write down the main points
18. Make an outline
19. Develop an opening sentence that captures attention
20. Explain the main points of your presentation in detail through a lecture, group discussion or demonstration
21. Use clear language suited to your audience to motivate them to continue to listen
22. Develop the body of the paper or speech

23. Define complicated words
24. Use visual aids appropriately to make your ideas exciting.
25. Develop a summary that clearly restates the main points

You have the potential

26. Define potential
27. State what determines performance in an individual.
28. List eight things that impede potential
29. Describe the difference between natural ability and performance

Self-image and self-esteem

30. Define attitude, self-esteem and self-image
31. Describe what attitude, self-esteem, and self-image actually mean
32. Explain what conditioning means and how it affects a person's life
33. Give two examples of how a person's actions may reflect his or her level of self-esteem
34. Describe the process of how to change self-image thus negative behavior
35. Provide 11 examples of how behavior is conditioned:
36. Explain how to cause change
37. Write down your goals

Personal Values

38. Define the term values
39. Identify 10 of your most important values
40. Describe the importance of values and how they affect your personal behavior.

Create your own success

41. Describe the failures of Abraham Lincoln and Thomas Edison
42. Describe how to deal with failure
43. Explain how to focus on your positive achievements
44. Explain why success is a journey and not a destination
45. List three steps to success

Goal setting and human behavior

46. Describe what or who stops or limits your potential
47. Select three ideas from the topics listed in previous lessons and use them in a presentation titled: Three Ideas That Most Will Help Me in Life.

Dental care

48. List two causes of tooth decay and gum disease
49. Describe three ways to reduce tooth decay.

Writing Resumes

50. Describe what is a resume
51. Write down 3 things the resume heading should include
52. List 12 things that should be in the content of the resume
53. Explain the importance of action words in a resume
Prepare a resume

Creating charismatic careers

- 54. Describe how to look for careers that will interest you
- 55. Find 4 careers that interest you and describe why

Marvelous, magical music

- 56. List 3 ways music is important
- 57. Recite 5 elements of music
- 58. Describe 5 musical instruments

Study smart, not hard

- 59. Explain the benefits of sitting in front
- 60. Describe why appearance/neatness is important
- 61. List 3 ways to improve appearance/neatness
- 62. Demonstrate 11 different study techniques

Conflict Resolution

- 63. Explain the meaning of conflict
- 64. Define conflict
- 65. Describe the causes of conflict
- 66. List 6 approaches to conflict resolution:
- 67. Identify a method to deal with conflict when it occurs

Team building

- 68. Define a Team
- 69. Describe the responsibilities of team members
- 70. Explain team needs
- 71. List the stages of team development
- 72. Demonstrate a team problem-solving technique
- 73. Complete a practical lesson of team problem solving

Community Service

- 74. Perform a community service project

Success Profiler

- 75. Complete the exercises assigned from the personal skills map
- 76. Complete the learning profile
- 77. Chart a personal plan to focus on strengths and areas needing improvement
- 78. Complete the exercises assigned from the learning profile assessment
- 79. Complete the team building profile
- 80. Chart a personal plan to focus on strengths and areas needing improvement
- 81. Complete the exercises assigned from the team building profile assessment